**TE 352: Immigrant Language and Culture**

**Fall Semester (2010)**

**Wednesdays, 4:10 pm – 7:00 pm**

**306 Ernst Bessey Hall**

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| Office Hours:  12:30 – 4:00, Wednesdays | Office Hours: By appointment. I can always meet after class. Just come up and let me know you’d like to talk. Additionally, I can meet most any day if we schedule something. |
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*Abandon the notion of subject-matter as something fixed and ready-made in itself, outside the child’s experience; cease thinking of the child’s experience as also something hard and fast; see it as something fluent, embryonic, vital; and we realize that the child and the curriculum are simply two limits which define a single process.*

John Dewey (1902), The Child and the Curriculum

**Course Description and Objectives**

Welcome to our course! We look forward to our time together and truly wish it to be educative, enriching, and fun.

This course is specially adapted for members of the Global Educators Cohort Program. It is envisioned as a type of “capstone” to your early-program experience.

Thus far, you have taken both TE 150 and TE 250. In TE 150, you explored how individuals learn. You also studied theories of globalization in order to provide a real-world context for the learning of individuals. In TE 250, on the other hand, you studied the structures and institutions within which individuals learn. You explored the ways in which institutions can both prevent and encourage the success of diverse individuals.

This course seeks to add to your knowledge of global education by both synthesizing and expanding upon your prior learning and beliefs. In this course, we will start with children and their needs. In particular, we will focus our discussion on the children of immigrants. As teachers, we interact with children via the creation of a curriculum. This context for this course is, therefore, pedagogical: we will ask how children and the curriculum can be brought together in order to create rich and varied learning experiences.

Our primary goals for this course are therefore the following (we will also ask you to create your own to compliment ours):

1. Become adept at assessing the strengths and needs of children, with a particular focus on immigrant children.
2. Refine your definitions of global education, global teaching, and global schooling.
3. Gain experience in evaluating, transforming and creating globally-infused curriculum that meet the needs of diverse students.
4. Collect and organize globally-infused curriculum and assessment resources.

No course syllabus can completely anticipate the needs, interests, and evolution of the students for whom it is written. We have tried to create a syllabus that provides some direction, but that still leaves space for us to address other issues. We will work to understand your goals for the course, and we hope that if there is something we can do to better your experience, you will let one of us know.

**Where We Are Coming From**

* Globalization is a process that has been underway for decades, if not centuries. But it has greatly intensified over the past 20 years as people, ideas, and goods move around the globe faster and more freely.
* Globalization is an uneven process. It is neither uniformly good nor uniformly bad. It affects different people and different groups differently.
* According to the Urban Institution, up to 25% of today’s school children in the United States are the children of immigrants. They are a primary population that all teachers will likely serve.
* As the world becomes more interconnected, the ability to work, play and live in different cultures becomes more important. Looked at in a certain manner, we are all “immigrants,” because people today are so mobile, and will all likely encounter unfamiliar cultures and beliefs.
* Illegal immigration is currently a contentious topic in the United States, indeed, in much of the world. We respect the right of each individual to hold an opinion on this topic, one that may be different than ours.
* On one level, literacy refers to the ability to read and write. On another level, it refers to the ability to participate in a social practice. One can therefore be scientifically literate, musically literature or even Facebook literate! This course will focus on what global literacy might mean in the different subject matters that schools teach.

**Organization of the Course**

Each week, we will have a reading and/or some other task that we ask you to do before you come to class. Often, we will model an activity from our course text—Pike and Selby’s *In the Global Classroom* (see below). Since we meet only once a week, it is extremely important that you come to class prepared.

Each week, we will begin the class with any **announcements** you have for your peers.

We will then move into **whole group time**, which is a series of activities, which will include things like: discussion, role play and debriefing, jigsaw teaching, and the like. We will also have occasion to watch films and talk with guest speakers.

For the final hour of class, we will divide into two groups. This is **workshop time**. In workshop, you may continue a discussion, share work with your peers, do some practice teaching, or discuss upcoming assignments and tasks.

Kyle and Laura will alternate as lead teacher from week to week. You will be assigned to either Laura’s or Kyle’s workshop group. Your workshop leader will read and evaluate all of your course work. You should, however, feel free to approach either of us should you wish.

**Course Text**

Each student is asked to obtain a copy of:

Graham Pike & David Selby. (1999). *In the Global Classroom, Volume 1*. Toronto: Pipppin Publishing Corporation.

Students should order this book as soon as possible.

**Summary of Assignments**

Separate task description and evaluation rubrics will be given out for each assignment over the course of the semester.

*Attendance, Daily Work, and Classroom Participation*. Your being in class for each class session (and on time) is an important piece of the class being successful. We ask that you please correspond with us if you for some reason will be absent from class. This correspondence should be either by phone message or email.

Most weeks, there will be a reading and a small writing task to prepare you for class. These documents and the activities to which they lead are meant to inform our work that day. You will be asked to hand these writing tasks in, so please have an instructor copy on hand.

In order to more accurately inform our assessment of your classroom attendance, preparation and participation, we will ask each of you to document your own classroom citizenship, and to submit a final summary report at the end of the semester.

Due Date: finals week

Points: 20

*Global Educator’s Creed*. As educators, the quality of our work is largely determined by the quality of the relationships we form—with our students, with our colleagues, with local and global communities, and, of course, with ourselves. This assignment asks you to continue to build upon prior coursework undertaken in TE 150 and TE 250. You will write a statement—up to two pages—that addresses your vision and practice as a global educator. As such, we expect that you might want to draw from the philosophy of education you wrote for TE 150, or the cultural autobiography you wrote for TE 250. In our experience, outstanding educators are constantly revisiting their beliefs and goals. We want to encourage you to do the same.

We hope that this assignment will be useful for you in the context of a professional portfolio or cover letter. This assignment also gives us a chance to get to know you as a person and as a teacher a bit better.

Due Dates:

Draft One: September 29

Points: 5

Draft Two: December 1

Points: 10

*Immigrant Student Questionnaire—Getting to Know your Students and Their Needs.* When teachers plan, they plan *for* their students. In our globalizing and diverse world, one size does not fit all. This assignment therefore asks you to design a 20-item questionnaire. You will write the question, provide a rationale for its inclusion in your questionnaire, and then state how the information will help you better develop curriculum for the student. While the items will revolve around the special case of immigrant students, much of the information you gather should help you teach all of your students better.

Due Date: November 17

Points: 20

*Curriculum Resource Assignment*. Using David Ferrero’s twelve curriculum dualisms (e.g., basic skills versus higher-order thinking), you will locate and annotate five curriculum documents (lesson plans, unit plans, assessments) relevant to your anticipated future teaching situation. For each documents you collect, you will state the following:

1. What you like about the document;
2. How you might adapt the document for a medium-proficiency English-language learner;
3. How the document might allow you to “solve” the curricular dualism (i.e. teach for both basic skills and higher-order thinking); and
4. How the document and your analysis of it speak to your vision of global education.

Due Date: December 8

Points: 25

*Final Exam.* You have four days (December 13 – December 17) to construct a three-page essay that asks you to integrate several of the course readings within a real-world, school-based context. You will bring a draft of this essay to class on December 16 to share and get feedback from your peers. It will be due the following day.

Due Date: December 17, 8 o’clock p.m. (EST)

Points: 20

# Assessment of Student Performance

As course instructor, my goal will be to provide you with useful and meaningful feedback on your thinking. Generally speaking, here is what I will be looking for in all of your written assignments.

1. Is there evidence that you were wholly engaged in the work (exploring the concepts, applying what you are learning to your practice, treating issues in a critical manner)?
2. Is there evidence that you communicated your arguments and critiques in a clear and cogent manner?

# Course Grading Scale

91 – 100: 4.0 65 – 71 : 2.0

85 – 90 : 3.5 58 – 64 : 1.5

79 – 84 : 3.0 51 – 57 : 1.0

72 – 78 : 2.5 0 – 50 : 0

# Course Outline

September 8

Session 1: Introduction, Overview and Taking Stock

Texts: Heidi Specogna. (2006). *The Short Life of José Antonio Gutierrez*. [PS Film Zürich](http://www.imdb.com/company/co0088412/).

September 15

Session 2: Defining Global Education in an Age of Migration

Texts: Jason DeParle. (June, 2010). Global Migration: A World Ever More on the Move. *The New York Times*.

Graham Pike & David Selby. (1999). *In the Global Classroom, Volume 1*(Introduction). Toronto: Pipppin Publishing Corporation.

Heidi Specogna. (2006). *The Short Life of José Antonio Gutierrez*. [PS Film Zürich](http://www.imdb.com/company/co0088412/).

September 22

Session 3: Immigration Theory and Policy

Texts: Patricia Hatch. (2007). *What Motivates Immigration to America?* LWVUS Immigration Study: Background Papers.

September 29

Session 4: Immigration Theory and Policy

Texts: Independent research on immigration policy in another OECD country.

DRAFT ONE OF GLOBAL EDUCATORS STATEMENT DUE

October 6

Session 5: Immigrant Achievement Attitudes

Texts: Carola and Marcelo Suárez-Orozco. (1995) *Transformations: Immigration, Family Life, and Achievement Motivation Among Latino Adolescents* (Chapter 5). Stanford: Stanford University Press.

October 13

Session 6: Experiences and Hopes of Immigrant Parents

Texts: Guadalupe Valdés. (1998). The World Outside and Inside Schools: Language and Immigrant Children. *Education Researcher, 27*(6), 4-18.

October 20

Session 7: Assessment and Caring Relations

Texts: Mary Jane Drummand. (1994). *Learning to see: Assessment through observation* (Chapter 7). York, ME: Stenhouse Publishers.

October 27

Session 8: Principles for Effective English-Language Instruction

Texts: MaryAnn Cunningham Florez and Miriam Burt. (2001). *Beginning to Work With Adult Language Learners: Some Considerations*. Washington, DC: National Clearinghouse for ESL Literacy Education.

TESOL. (2010). *Position Paper on Language and Literacy Development for Young English Language Learners (ages 3-8)*. Alexandria, VA: TESOL. (originally adopted in 2001)

November 3

Session 9: The role of the Home Language in Schooling

Texts: Lisa K. Taylor, Judith K. Bernhard, Suchi Garg, & Jim Cummins. (2008). Affirming Plural Belonging: Building on Students' Family-Based Cultural and Linguistic Capital through Multiliteracies Pedagogy. *Journal of Early Childhood Literacy*, *8*(3), 269-294.

November 10

Session 10: Subject-Matter Literacy

Texts: David J. Ferrero. (2006). Having It All. *Educational Leadership*, *63*(8), 8-14.

November 17

Session 11: Subject-Matter Literacy

Texts: Tracy Kidder. (2003). *Mountains Beyond Mountains*. New York: Random House.

IMMIGRANT STUDENT QUESTIONNAIRE DUE

November 24 (online session)

Session 12: Education for All

Texts: Read about the Education for All initiative at: <http://www.unesco.org/en/efa/>. As you explore this website, please make sure to also view these videos on EFA: <http://www.unesco.org/en/efareport/resources/videos/>.

December 1

Session 13: Travel and the Global Educator

Texts: Martha Hawkes Germain. (1998). *World Teachers: Cultural Learning and Pedagogy* (Chapters 6-8). Westport, CT: Bergin & Garvey.

FINAL DRAFT OF GLOBAL EDUCATORS STATEMENT DUE

December 8

Session 14: Global Education and School Reform

Texts: Barbara Benham Tye and Kenneth A. Tye. (1999). *Global Education: A Study of School Change* (Forward and Chapter 1). Orange, CA: Interdependence Press.

CURRICULUM RESOURCE ASSIGNMENT DUE

Final Exam Session

December 16 (5:45-7:45 p.m.)

BRING DRAFT OF YOUR FINAL EXAM ESSAY TO CLASS; FINAL EXAM ESSAY DUE VIA EMAIL DECEMBER 17, 8 PM (EST)

### Other Important Information: College of Education Policies

Attendance: Regular on-time attendance and full participation in class is critical to learning. Of course illness and other emergencies cannot be avoided. If you are unable to attend a class session, you must call or email the instructor in advance.

This course is planned on the assumption that you will come on time and come prepared to participate. The instructors reserve the right to adjust your grade as a response to absences or excessive tardiness.

In accordance with the Teacher Preparation Program's Professional Conduct Policy, attendance and punctuality in class meetings and field experiences are critical to your success in this course and in the Program. It is your responsibility to familiarize yourself with the policy which is in your Team Handbook and on the web at: http://ed-web3.educ.msu.edu/infostu/infostu/conductpolicy.htm.

In the case of recurring absences or tardiness, your Team Coordinator will be notified and you may be required to attend a meeting regarding your attendance. Excessive absences in class may affect your grade and may result in a failing grade for the course.

#### Academic Honesty and Integrity: We assume that the student is honest and that all course work and examinations represent the student's own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the university's student conduct code.

Incidents of plagiarism are taken very seriously and will be pursued. Students are strongly cautioned not to copy any text verbatim or use someone else's ideas on class quizzes, tests, reports, projects, or other class assignments without using appropriate quotations and source citations.

For University regulations on academic dishonesty and plagiarism, refer to http://www.vps.msu.edu/SpLife/rule32.htm

http://www.msu.edu/unit/ombud/plagiarism.html

#### Problem solving: If you have problems with the course or the instructor(s), you must first speak with one or both of the instructors about the situation. If the problem cannot be resolved at that level of interaction, then you may contact the faculty course or subject area leader, and after that, the team coordinator or team leader. Names and contact information for the relevant individuals can be found in the Secondary Team Handbook, or by request from the instructor.

Accommodations for Disabilities: Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY). Instructors in the course may request a VISA Form (Verified Individual Student Accommodations Form) from a student requesting services.

Instructor Note: Students who need accommodations may first contact the instructor(s) to discuss possible arrangements, if they so wish.